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IDENTIFIERS	*Arabic (Lybian)

ABSTRACT

The materials status report for Lybian Arabic is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262628

Language/Area Reference Center

Materials Status Report

LIBYAN ARABIC

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Center for Applied Linguistics/LARC
Materials Evaluations - 1985
Materials Status Report - Narrative

LIBYAN ARABIC

Language, dialects, standards. Libyan Arabic, like all dialects of Arabic, is the spoken medium. Colloquial Arabics are used in informal conversation, and sometines in the schools (although this is never officially sanctioned, since Modern Standard Arabic is the official language). There is no standard, no written form of the dialect. While there are regional differences within the dialect itself, such as Libyan Arabic of Tripoli, etc., these groups do not differ considerably, and are certainly mutually intelligible. Libyan Arabic is to some extent mutually intelligible with other North African dialects of Arabic, and to some extent also mutually intelligible with Egyptian Arabic.

Writing System. Not applicable. Libyan Arabic is not a written language.

Production of Written language. Not applicable.

Difficulty for English-speaking learners.

Phonology: Several segments are extremely difficult for the speaker of English to distinguish and pronounce (e.g. the pharyngeals). Other smaller problems, like double consonants.

Syntax: Extremely difficult. Arabic is a Verb-subject-object language, with clause structure radically different from English. Arabic also has a complex morphological structure.

Vocabulary: Difficult. No cognates with English.

Writing system: not applicable.

Usable existing texts:

Basic level: Applegate, Libyan Arabic, 1968.
Ashiurakis, Complete Course in How to Speak Arabic in Libya, 1977.
Spoken Arabic Self-Taught: Libyan Vernacular, 1975.

Advanced level: none

Refresher-Maintenance: none

Reference: El-Fitoury, Descriptive Grammar of Libyan Arabic, 1976.

Native speaker ability in the U.S.
Quite a few native speakers in the U.S., a few with linguistic training.

Existing programs, classes. Howard University.

Linguist resources: Joseph R. Applegate, Howard University.

Basic Level Teaching Materials

Ashiurakis, Ahmed M. A Complete Course of How to Speak Arabic in Libya. 1st ed. Mukhtar Bookshop, 1977. [PJ6901.L5A8] [142pp]

. Spoken Arabic Self-Taught: Libyan Vernacular. 2nd ed. Tripoli: Dar al-Gergiana, 1975. [PJ6901.L5A83 1975] [118pp]

Applegate, Joseph. Libyan Arabic. Washington, DC: Howard University, 1968. [191pp]

Advanced Level Teaching Materials

none

Refresher-Maintenance Materials

none

Grammars

El-Fitoury, Abubaker Abdalla. A Descriptive Grammar of Libyan Arabic, Ph.D. dissertation, Georgetown University, 1976. [146pp] [Thesis #4672] [Library of Congress Microform No.: DDJ77 14528]

Dictionaries

none

Materials Not Evaluated

Al-Any, Riyadh S. Libyan Arabic. n.p., 1968. [124pp]

Crawford, Kenneth P. A Short Course in Libyan Arabic. Princeton, NJ: Princeton University, Libya Peace Corps Program, 1966. [153pp] Tapes.

Cyrenaican Arabic: Basic Course, Units 1-24. Washington, DC: Foreign Service Institute, n.d. [111pp]

Owens, Jonathan. A Short Reference Grammar of Eastern Libyan Arabic. Wiesbaden: Otto Harrassowitz, 1984. [246pp]

Tripolitanian Arabic, PLP-100 Course. (Overseas Programs Language Publications. Washington, DC and Beirut, Lebanon: Foreign Service Institute, 1966. [xxiii. 418pp]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Applegate, Joseph. Libyan Arabic. Washington, DC: Howard University, 1968.

Specific language/dialect taught: Arabic, Libyan dialect

Type of text: Basic level teaching material

Publication information: Developed by Joseph Applegate of Howard University under a Peace Corps contract in 1968. Never widely available, now out of print. Not in the Library of Congress Collection. Sample at CAL. (May be in ERIC system)

Intended users: Peace Corps Volunteers Requires no previous knowledge of Libyan Arabic or Modern Standard Arabic. For use in intensive language study.

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: Arabic in transcription throughout

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
[191pp]
First 17 lessons:
1. Grammatical Notes
2. Dialogues, with build-ups
3. Exercises

Lessons 18-24 contain review dialogues and drills

Vocabulary areas covered: Communication and survival geared toward the life of Peace Corps volunteers in the host country.

General comments:

CPT page label: LIBAPPLA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Egyptian Arabic
(lg)
Eggleston: Egyptian Arabic
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	✓

Comments: Recordings of texts and drills were made, but were not available for this evaluation.

Evaluator: JMEggleston Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Lybyan Arabic (lg)
Lughatu Libyan arab (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Hausa Grade 2
(text) Hausa for Beginners

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Hoppe Date: 11/25/85

Y = yes; S = somewhat; N = no

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Ashiurakis, Ahmed M. Spoken Arabic Self-Taught (Libyan Vernacular). 2nd ed. Tripoli: Dar al-Fergiana, 1975.

Specific language/dialect taught: Arabic, Libyan dialect

Type of text: Basic level teaching material, self-instructional

Publication information: Out of print. [PJ6901.L5AB3]

Intended users: beginning students of Libyan Arabic, for self-instruction

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Arabic in Romanization

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: Good

Overall organization of text:
[118p]
Short Grammar Section
lists of words and phrases English-Arabic, for help in newcomer situations
English-Arabic Vocabulary, approximately 1350 entries.

Vocabulary areas covered: Communication and survival in newcomer situations

General comments:

CPT page label: LIBASHIA1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Filipino Course
(lg)
Instructor: Self Taught
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: J Applegate Date: 10/22

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Tokyo Conbo

(text) Conversation: Self Taught

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				
Presentation, explanation of basic grammatical structures			✓			
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Libyan Arabic

(text) Ishmurakis: Self Taught

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: Graphic used as a convenient glossary of phrases and basic vocabulary

Evaluator: [illegible] Date: 11/23/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Ashiurakis, Ahmed M. How to Speak Arabic in Libya: A Complete Course. 1st ed. Tripoli, Libya: Mukhtar Bookshop, 1977.

Specific language/dialect taught: Arabic, Libyan dialect

Type of text: Basic level teaching material

Publication information: out of print [PJ6901.L5A8]

Intended users: beginning level students of Libyan Arabic

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Arabic in transliteration

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
[xi, 142pp]
Points of grammar alternate with vocabulary and phrase lists, dialogues. Self-testing substitution, translation, completion, and transformation exercises.

Vocabulary areas covered: Mainly communication and survival in newcomer situations.

General comments:

CPT page label: LIBASHIB1

LARC staffer: McPerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Libyan Arabic
(lg)
Eastmurakes: Complete Course
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓	✓	
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: May be used as a handy source of phrases, or as a glossary. ~~No attention to linguistic structure.~~ Traditional grammatical presentation may obscure linguistic structure

Evaluator: M Clapplegate Date: 10/23/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Lebanese Arabic
(lg.)
Kaminskis: Complete Course
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts						
Presentation, explanation of basic grammatical structures						
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Libyan Arabic (18)
Abboushi, Complete Course (text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?				N4
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			?
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: _____

Evaluator: [illegible] Date: [illegible]

Y = yes; S = somewhat; N = no

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INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

Reference Materials

Elfitoury, Abubaker Abdalla. A Descriptive Grammar of Libyan Arabic. Ph.D. dissertation, Georgetown University, 1976.

Specific language/dialect taught: Libyan Arabic, dialect of Tripoli

Type of text: Reference, grammar

Publication information: Ph.D. dissertation, G.U. no. 4672. [LC microform no: DDJ77 14528]

Intended users: teachers, linguists, studetns of Semitic languages or dialects.

Format: thesis

Overall grammatical/pedagogical approach: structural

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text:
[iv, 146pp]
1. Phonology
2. Morphology
3. Syntax
Bibliography (only two pages long, quite unusual in a dissertation)

Vocabulary areas covered: wholly non-specific; illustrative of grammar points.

General comments:

CPT page label: LIBELFIA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Gf F. Young
(lg)
Libyan Arabic: Text of G...
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	• ✓	• ✓		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: 10/23/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) _____

(text) _____

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration	✓		
c. in phonetic transcription		✓	
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference			
c. linguistic study	✓		
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion	✓		

Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓	✓	
b. idiomatic translations?		✓	

Comments: Omits morphological descriptions that he considers complex.
Inadequate description of verb forms from original system.
Transcription purports to be phonemic but it may
be questioned.
Description of syntactic structures inadequate

Y = yes; S = somewhat; N = no

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Dictionaries

Electronic Materials